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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10 Term: 1**

**Name / Theme or Unit: Narrator and Voice, Quotation Marks.**

**Time Frame: 2 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about various narrative points of view and how voice and tone is used by authors to create specific effects. They will apply this knowledge to a reading of “By the Waters of Babylon” and analyze and evaluate the speech and interpret the meaning of the story through the narrator’s eyes. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10.12 Analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text; find specific examples to demonstrate understanding.  10.15 Find and compare various examples of diction to show understanding of the term  10.17 Develop a main idea or premise that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout the piece of writing.  10.19 Use appropriate organizational structures for conveying information (e.g., chronological order, cause and effect, order of importance, spatial, similarity and difference, and posing and answering a question) and appropriate to the type of composition  10.21 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).  10.26 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.  10.30 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works.  10.32 Practice both timed and process writing and, when applicable, use the writing process to develop, revise, and evaluate writing  10.40 Demonstrate understanding and control of the rules of Standard American English, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats  10.59. Read with a rhythm, flow, and meter that sounds like everyday speech | |
| **Essential questions:**   1. What are the different types of point of view and what characterizes them? 2. What is narrative voice? 3. What is tone and diction and how do you recognize it in a narrator? 4. What is an unreliable narrator? 5. How does the author’s choice of narrator affect the experience of the reader? 6. What is a clear and effective format for writing an argumentative essay? | **Expected language:**  narrator, voice, first person, third person, omniscient, tone, unreliable narrator, diction, voice, points of view, supporting evidence, quotation, thesis, introduction, body paragraphs, conclusion, outline |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| **Run-on Sentence Correction Practice**  Worksheet (attached)  **Narrator and Voice**  Narrative Voice Paragraph Assignment (attached)  Quiz on Narrator and Voice (attached)  **“By the waters of Babylon” Readings and Essay**  “By the waters of Babylon” Vocabulary assignment | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Quotation Marks Conventions**  Students will complete 5 warm-up sheets reviewing and practicing the use of quotation marks in dialogue. The will end with a short quiz on these conventions.  **Narrator and Voice**  Students will review their performances of their dramatic monologues from the previous unit and think of what parts made them memorable. Students will discuss how a distinctive voice enhances a character’s personality and makes them come alive.  Students will then view and take notes on the power point (attached) on narrative point of view and Voice. Immediately following the power point, they will take a short quiz on the content (attached) with the use of their notes to inspire them to take notes. Based on the multiple point of view story in the power point, the students will write their own account of the events and try to create a distinctive voice for the character in a narrative paragraph (attached)  They will then read the excerpt from The Catcher in the Rye and answer the questions related to narrative voice, diction, tone, and the nature of the narrator in the story.  **The Waters of Babylon**  Students will complete the Interactive Reading of “The Waters of Babylon” and the assignment attached.  **Story Writing**  In groups, students will brainstorm ideas for a fantasy future version of Quindio. They will envision two characters having a conversation about this world applying the conventions for quotation marks learned during the unit.  Finally, they will write a test on the plot of “By the Waters of Babylon” and its unreliable narrator (attached) | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Assorted web images  “By the Waters of Babylon”  Teacher Created Resources | |

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: